DOCUMENT RESUME

ED 333 388 CS 212 677

AUTHOR Collins, Norma; Smith, Carl, Comp.
TITLE Motivating Low Performing Students. Learning Package No. 22.
INSTITUTION Indiana Univ., Bloomington. School of Education.
PUB DATE 90
NOTE 50p.; For other learning packages in this series, see CS 212 656-705. Some material in this packet may not be completely legible when reproduced; copies provided are the best available.
AVAILABLE FROM Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; Books; *Content Area Reading; Distance Education; Higher Education; Inservice Teacher Education; *Low Achievement; Newspapers; Periodicals; *Reading Improvement; *Remedial Reading; Secondary Education; Secondary School Students; *Student Motivation; *Supplementary Reading Materials
IDENTIFIERS Reading Motivation

ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on motivating low performing students is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333388

ERIC/RCS
150 Smith Research Center
Indiana University
Bloomington, IN 47405

Learning Package #22

Motivating Low Performing Students

BEST COPY AVAILABLE

CS212677

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dr. Carl Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Motivating Low Performing Students

by Norma Collins

Lecture

This lesson deals with motivating the disabled reader in the secondary school in particular and motivating learners in general. The focus will be on motivating the low-performing adolescent, in a remedial reading classroom or in a subject area classroom. The premise is that students who are disengaged from their own learning process are not likely to perform well in school.

Remedial readers at the secondary level are often caught up in a cycle of failure. They have frequently been involved in a heavy skills instruction program, and when "it" didn't work, they were given more of the same. Thus, many disabled readers never saw reading as a language operation. They never saw reading as something they could do; it was something to be avoided.

Readers who have negative experiences with reading generally view reading as a process of getting the word right rather than an act of making sense of material. They do not hear a voice on the page; they do not know they can skip words; they do not know that they must do different things with different kinds of materials.

Secondary teachers must help the low performing student break the cycle of failure. Low performing students need the opportunity to revalue themselves. They need experiences with

texts that are relevant. They need to acquire strategies that will result in comprehension. Building confidence is essential to improving the performance of readers. Assisting and motivating low performing students is a requisite to improved performance.

The article in your package by Ammann and Mittelsteadt entitled, "Turning On Turned Off Students..." is an example of how the failure cycle was broken for one group of high school students. Through the activities presented in the article, students who had failed for years as language users, experienced success as readers. The authors pointed out the negative attitudes and the negative behavior which typifies the low performing learner. Through an intervention on the part of the author/teacher, students were provided strategies for reading. This article presents an important example of how you can make a difference in the classroom.

In order for any student to be a life long learner, the student must be able to handle print--environmental print, recreational print, and vocational print. Unfortunately, the disabled reader has often been so removed from reading as a tool for living and learning, that he or she has given up. By helping students find personal reasons to engage in print, you help them realize the ultimate goal of reading--that of constructing personal meaning.

Language scholars, Moffett and Wagner, in the book Student-Centered Language Arts and Reading, K-13, contend that

problems in reading are not necessarily reading-specific. The authors argue that reading comprehension is not distinct from general comprehension. The skills required for comprehending texts, like identifying main idea, recalling details, relating facts, drawing conclusions, and predicting outcomes, are operations that apply to activities in life. It is understandable that these skills have wound up as reading skills because they are demonstrated when a student reads. However, Moffett and Wagner say that reading comprehension is merely, comprehension.

Based on this definition of comprehension, we must look outside of reading as well as toward reading for instructional strategies. We must look at all low performing students not just those who have been identified as reading disabled. We will begin by looking at three major causes of incomprehension: poor motivation, lack of experience, and egocentricity. Any one of these or any combination is likely to be manifested in the reading of low performing students.

Frequently, students who are not successful in the classroom, have not had experiences with language in meaningful, social situations. By listening to oral and recorded reading, asking questions, dictating stories, and working in small groups, students experience the communicative nature of language. According to Moffett and Wagner, only wide-spread involvement in language can solve the problem of poor motivation.

Because students at the secondary level are required to use textbooks, it is important for them to see what reading informational books has to offer. By browsing a variety of books and scanning them for something they want to know more about, readers see the usefulness of reading. It is the job of teachers to construct situations where students can find personal reasons to make the effort to comprehend books. By doing this, reading is reinforced as a useful language operation and not viewed by the student as a testing ground for self-worth.

Another "reading problem" for the low performing student is lack of experiential background. When a text refers to things or concepts with which the reader has no familiarity, the reader will not comprehend the material. Films and television can help enlarge experience and supply vocabulary. The ERIC Digests Number 10 and 11 in your Learning Package talk about the use of print and nonprint media in the classroom. If these options can be used to strengthen the basic competencies which students are expected to develop through reading, they will play a valuable instructional role.

Students also struggle with texts because of subjectivity. Certain words or phrases may trigger irrelevant associations for readers which interfere with an accurate reading. Irrelevant associations cause readers to ignore portions of a text or pay an inordinate amount of attention to others, so that relationships

among statements are distorted and meaning is misconstrued. The learner needs to hear other points of view about a text and compare this to his or her own thinking.

Small group discussions are important in this regard. When a reader finds out others read a text differently, the reader may be helped to realize that his or her interpretation was limited by a subjective view. Decreasing egocentricity is necessary for improving student performance in reading.

There are a number of reasons for students lacking motivation in reading. However, a wide variety of teaching materials and teaching techniques help provide for differences in students' ability to learn. Not all students will respond to the same stimuli. Supplementary materials like newspapers, magazines, games, films, and videotapes offer additional ways for students to acquire information. Any medium which stimulates students' interests and involvement in learning is worthy of consideration.

By asking students to complete projects at the end of their reading assignments, students may see a reason for reading. For example, developing a mural, making a diorama, or constructing a model encourages students to read a text for practical purposes. This is particularly successful when students are exploring subjects that are of interest to them. Projects or oral presentations also provide a chance for students to collaborate with others. Group work may reduce the apprehension poor readers frequently

experience and motivate them to use language socially and purposefully.

The article in your package about group authorship by Yanushefski illustrates this point. Students who were deficient in reading and writing were encouraged to use reading and writing in real and constructive ways. A literacy environment was created for low performing students which involved using language in a social context. The theory upon which this philosophy was based is discussed in the article, as well as an explanation of what the author did to link theory to classroom practice. The results that the teacher experienced help to shed light on "what works" with low performing students.

Students who are not performing at grade level may not be doing their part in the learning process. This is frustrating for teachers who wonder if motivation lies entirely within their domain. It's a Catch-22 situation. Some students have developed an indifferent attitude towards learning, and by the time they get to the secondary school, that negativism or indifference is pretty well embedded. Yet, to help the low performing student succeed in school, you must dismantle the behaviors (defense mechanisms?) that surround the act of reading.

Because teachers want students to achieve in their classrooms, they continue to create contexts which promote success. It takes patience and forbearance to establish an

atmosphere of trust that will encourage risk-taking on the part of the low performing student. Allowing students to choose some of the instructional materials they use, some of the topics to explore, some of the assignments to complete, enhances the likelihood that students will respond to the subject matter.

Another step that you may take involves making reading assignments more accessible. By writing a brief introduction to explain how the assigned reading fits into the rest of the chapter, the unit, or the short story, you may improve the efficiency of students' reading. The following suggestions may do the same: providing an abstract to highlight important ideas; providing an outline or list of headings to identify major concepts; supplying a list of definitions for vocabulary development; and applying a directed reading activity, may make the difference between students understanding the material or simply giving up on it.

There is an article in the package which describes how a social studies teacher applied a directed reading activity using the SQ3R Approach to a classroom lesson. SQ3R stands for survey, question, read, recite, and review. Survey is designed to prepare students for reading; questions are used to establish the purpose for the assigned reading. The 3R's involve reading, checking for understanding of the material, and rereading if necessary and then completing a follow-up activity. An explanation of the SQ3R Approach is included with a sample lesson plan in the packet.

The final point for discussion involves working with parents. As teachers it is important to have suggestions available for parents who want to help their children become active readers. The sections in your package from the book Comics to Classics will help you do that. The author lists several steps parents can take to keep adolescents reading and to motivate those who don't. By understanding why some teenagers dislike reading, parents and teachers can embark on the difficult task of encouraging students to read in ways that are developmentally appropriate.

Poor readers are good at justifying their failure when they don't try. Unfortunately, their lack of performance does not solve their problem. The only way to improve reading skills is to read. As educators we must continue our efforts to motivate low performing students. Whether we make available the appropriate reading material at the appropriate time, supplement students' reading process with varied print and nonprint experiences, or individualize instruction in whatever way is realistic, the goal is to whet the low performing student's appetite and foster an interest in reading that will contribute to the student's ability to lead a full and productive life.

ERIC DIGEST Number 11, 1988
Clearinghouse on Reading and Communication Skills

Using Film, Video, and TV in the Classroom

by Nola Kortner Aiex

Teachers have long used the media – and particularly film – to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and they are now considerably more accessible and less cumbersome to use.

The use of film in the classroom has become more popular since the arrival of the videocassette recorder (VCR) with its relative economy and ease of operation. The opinion of one teacher probably echoes the opinion of many others: "The VCR gave us flexibility. We could watch the first exciting twenty minutes, stop the tape and discuss elements of introduction, mood, suspense, and characterization – and view it again....The VCR is simple to operate, portable, and less expensive." (Farmer, 1987) Another educator who has considered the potential of the VCR believes that "one of the pedagogical tasks of the next decade may well be discovering the most efficacious ways of employing this omnipresent piece of technology." (Gallagher, 1987) Another teacher pinpoints a reason for the potential: "Because students live in a media-oriented world, they consider sight and sound as 'user friendly.'" (Post, 1987)

The potential applications are wide-ranging

Even before the advent of the VCR, the "introduction to film course" had become a staple in most American universities (Lovell, 1987). What has become apparent over the years is that film can be used as an adjunct to almost any discipline, especially the language arts. And it can be particularly effective in teaching different kinds of learners. Lovell notes that in addition to encouraging the use and development of communication skills, film can be used to establish a social context for English as a second language and to provide visual "texts" for deaf students.

Post (1987) argues that videotapes of literary classics can become powerful allies of the teacher in the English classroom if used effectively. She adds that films allow the teaching of longer works that might otherwise be omitted or of controversial works that might be excluded from the curriculum. The example she gives is of Tennessee Williams's "Cat on a Hot Tin Roof." Although it is definitely an adult film, its screenplay contains none of the potentially objectionable material or language that appears in the original play.

Film can link disciplinary perspectives

Film can also be used in interdisciplinary studies. Krukones and several colleagues (1986) designed an interdisciplinary college-level course integrating political science, literature, and film to examine politics on the local, state, national, and international levels. Based on the premise that students too often sort information into categories dictated by the different courses they take, the authors developed the course to enable students to get from theoretical politics a clearer, practical meaning with broader implications. Such concepts are not easy for all students to grasp, but can be more affectively experienced when studied in the context of a political novel or movie.

In Krukones's course, four novels and their analogous films correspond to particular political spheres: "The Last Hurrah" (local), "All the King's Men" (state), "Advise and Consent" (national), and "Fail-Safe" (international). Following an overview of a novel or film, specific scenes and passages are discussed and are related to real-world politics. Classes meet for 2 1/2 hours once a week, so that more than one discipline can be dealt with and sufficient time for movie viewing is available.

Films can serve very specific courses and units

The range of courses in which film can play a major instructional role is wide. For example, White (1985) reported on the effective use of film in a college-level course called "Women and Violence in Literature and Film"; Dyer (1987) developed a secondary-level mini-course on "Rural America in Film and Literature."

Dyer's course encompasses nearly all the mass media forms. It begins with readings of several classic short stories with rural settings by Willa Cather and John Steinbeck. It proceeds by examining articles from the newspaper about farm issues and incidents, and then it has the students view the recent movies, "Country" and "The River," both of which portray contemporary life on a farm. Next the students view a 27-minute television documentary about three women farmers in Minnesota; and then the course continues with the study of the recent best-selling novels, "The Beans of Egypt" and "In Country." It concludes by having the students listen to several segments of the radio program "Lake Wobegon Days."

Rebhorn (1987) also uses Hollywood movies to enliven and enrich history classes, with the conviction that film brings an immediacy and interest to historical events that students often consider dull because they occurred long ago and faraway. Some of the films which she uses are "Inherit the Wind," "The Grapes of Wrath," "All the President's Men," and "Reds."

Another example of more focused use of film and television in the classroom is found in a course on the Holocaust (Michalczyk, 1982). A review of Holocaust films yielded material in various popular genres – newsreels (both German and Allied), documentaries, fiction films, and TV docudramas; the value of the particular type of media in teaching about the recent past was considered along with the content of each piece. Michalczyk had Holocaust survivors and educators evaluate the diverse films and their potential for teaching the Holocaust as an historical event with profound implications for humanity;

Nola Kortner Aiex is the Coordinator of Resources in Education *for the ERIC Clearinghouse on Reading and Communication Skills.*

and their reactions and experiences were incorporated into the course material.

Films can target and motivate writing

Boyd and Robitaille (1987) offer suggestions for using the popular mass media to generate topics for a composition workshop designed for the college writer but adaptable for secondary school students. They concentrate on advertising images but also use movies, monthly magazines, and television series to help foster critical thinking while writing. The workshop is built around a sequence of analogies between what students already know experientially as viewers of film and television and what they need to know as writers of essays.

Another approach to teaching college composition classes (Masiello, 1985) organizes brainstorming sessions around themes from popular movies—for example, talking about family relationships as portrayed in "Breaking Away," "The Deer Hunter," "The Godfather," "Saturday Night Fever," and "Terms of Endearment." He finds that the film viewing helps students learn to observe carefully and often results in sharper writing skills.

Moss (1987) uses the lowly, elemental daytime soap opera as a vehicle for teaching remedial writing in the SEEK program in New York City colleges. Using a VCR so that everyone can watch the episode at the same time (and filling in gaps in plot lines by reading "Soap Opera Digest"), he begins by asking the students to write on the most elementary level. The assignment is intended to tap into their passionate devotion to "the soaps"—which characters do they like the best, the least, and why? Then the class members discuss the acting and begin to impose certain critical criteria on the material. A short lesson on genres establishes appropriate aesthetic categories, and the students can begin to dissect the narrative in a composition.

Jeremiah (1987) outlines an instructional model for using television news and documentaries for writing instruction in the secondary and postsecondary classroom. He believes that the structure and content of news presentations mirrors the practice of essay writing, and thus can serve as a writing project that effectively serves instruction.

A step-by-step examination of a selected TV program can be undertaken in a single class period, using the following strategies: 1) as a warm-up mechanism, the teacher introduces the writing skill (for example, to provide information or to persuade); 2) students are allowed time for questions and comments; 3) the news segment or documentary is shown; 4) students produce an outline for the news report they will write in response to the stimulus; and 5) the outlines are assessed for organization. The outlines are collected at the end of the class period to minimize any external influences; and the students produce a full-length essay during the next class period, after their outlines have been returned.

The instruction using this model and the evaluation of the products that result should stress that the news treatment of a topic should include an introduction and adequate supporting detail and explanation. If the aim is to persuade, the writing should include adequate argumentation. Both formal and informal mechanisms should be used for evaluation, and the students should be given opportunity to revise.

A novel approach in the use of film in generating enthusiasm for writing in the elementary grades is advocated by a librarian who sponsored a writing contest in which 1,100 students participated (Simpson, 1982). She began by showing the classic short French film without dialogue, "The Red Balloon." Students viewed the film and were allowed two weeks to complete entries that included poems, short stories, or essays expressing any themes or experiences connected with the movie. Entries were judged on the qualities of appeal and originality, and all the participants received certificates on Honors Day. The winners additionally received ribbons on their certificates.

The mass media are an integral part of the environment in which today's students learn to read, write, listen, speak, and make meaning of their lives. Thus a properly designed course of instruction can use media to channel a student's enthusiasm and route it to an academically useful goal. The documents cited here are but a small sample of those in the ERIC database illustrating how teachers can do that.

References

Boyd, Veleda, and Robitaille, Marilyn. "Composition and popular culture: From mindless consumers to critical writers," *English Journal, 76* (1), January 1987, pp. 51-53.

Dyer, Joyce. "Rural America in film and literature," *English Journal, 76* (1), January 1987, pp. 54-57.

Farmer, David L. "The VCR: 'Raiders' as a teaching tool," *English Journal, 76* (1), January 1987, p. 31.

Gallagher, Brian. "Film study in the English language arts." In *Report by the NCTE Committee on Film Study in the English Language Arts*, 1987. 23 pp. [ED 287 165]

Jeremiah, Milford A. "Using television news and documentaries for writing instruction." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 13 pp. [ED 280 031]

Krukones, Michael G., *et al.* "Politics in fiction and film: An introduction and appriciation. A team-taught course," 1986. 30 pp. [ED 280 086]

Lovell, Jonathan H. "Where we stand." In *Report on Film Study in American Schools*. Report by the NCTE Committee on Film Study in the English Language Arts, 1987. 23 pp. [ED 287 165]

Masiello, Frank. "The lessons of popcorn." In Spielberger, Jeffrey (Ed.), *Images and Words: Using Film to Teach Writing*, 1985, pp. 56-59. 93 pp. [ED 260 393]

Michalczyk, John J. "Teaching the Holocaust through film." Paper presented at the Modern Language Association Meeting, 1982. 20 pp. [ED 240 011]

Moss, Robert F. "The next episode: Soap operas as a bridge to improved verbal skills," *English Journal, 76* (1), January 1987, pp. 35-41.

Post, Linda Williams. "Frankly, my dear," *English Journal, 76* (1), January 1987, pp. 28-30.

Rebhorn, Marlette. "Hollywood films as a teaching tool," 1987. 6 pp. [ED 286 815]

Simpson, Jeanette. "A writing contest? Why bother," *Exercise Exchange, 26* (2), Spring 1982, pp. 47-48.

White, Kathy. "Teaching about women and violence," 1985. 14 pp. [ED 268 528]

ERIC Clearinghouse on Reading and Communication Skills

Indiana University
Smith Research Center
2805 East Tenth Street
Bloomington, Indiana 47408
(812) 855-5847

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

ERIC DIGEST Number 10, 1988
Clearinghouse on Reading and Communication Skills

Using Newspapers as Effective Teaching Tools

by Nola Kortner Aiex

Use of the mass media as a teaching instrument in the classroom has increased considerably at all grade levels in the past few years. The *Journal of Reading* carries a regular series—"Use the News"—on integrating the reading of newspapers into classroom activities. The newspaper is the most widely used of the media, the direct result of a national campaign by publishers, known as "Newspapers in Education" (NIE). This initiative encourages the use of newspapers as an educational tool both to complement and supplement traditional classroom texts and resource materials (Newton, 1985). "The Newspaper as an Effective Teaching Tool" (1981) explains the intent of the program and provides a variety of classroom activities using newspapers.

At the present time, about 600 newspapers in the United States and Canada participate in the NIE program, which involves approximately three million students, 90,000 teachers, and 16,000 schools each year. Before the advent of NIE, newspapers tended to be used only by secondary school social studies teachers in two-week units or for Friday current events sessions. Now, however, newspapers are used throughout the school year in every area of the curriculum (Kossack, 1987).

The success of this broad initiative is evident in programs such as "Newspapers Are for Kids, Too!", which was designed for young children and their parents. It contains creative ideas to help children improve reading, writing, social studies, math, and science skills. It can easily be modified for classroom use in the elementary grades (Hermann, 1981).

Teaching comprehension, awareness, and skills

Rhoades and Rhoades (1985) provide ways teachers can use newspapers to teach comprehension and critical thinking and to help students develop sensitivity and awareness of the self, the community, the nation, and the world.

Hamrick (1981) designed a 60-page activity booklet that is organized by sections of the newspaper and can be adapted to most grade levels. It can be used to teach basic skills in a variety of subject areas, including language arts, reading, mathematics, social studies, and science. The activity sheets allow students to use the different newspaper sections to locate, categorize, and sequence details, and to distinguish fact from opinion. The activity sheet also helps the students to locate main ideas, to form sentences, to find facts, to practice critical thinking skills, to solve math problems, to write creatively, and to comprehend better.

Other teachers have developed classroom materials using the newspaper for more specialized instructional purposes. For example, Yeaton and Braeckel (1986) created a series of model lessons for grades 4-6 that demonstrate the use of the newspaper to study the *United States Constitution* and the *Bill of Rights*. First, the lessons contain step-by-step procedures and sample questions to show how each specific part of the newspaper can be used in a lesson. Then, sample lessons take children on a journey back to the historical time when the Constitution was written. Numerous interesting, practical activities are suggested within the lesson plans.

Teaching legal awareness and citizenship

Another specialized newspaper-based course was developed by Diamond and Riekes (1981) for students in grades 10-12. This course employs the newspaper as a foundation for law-related courses. Model lessons are delineated for each part of the newspaper, as well as in five law-related areas: criminal law, consumer law, family law, housing law, and individual rights law. A sample lesson in the Diamond and Riekes course deals with developing critical thinking skills by resolving problems described in newspaper columns—a "Dear Abby" column, in one case. After each student has read the column in question, the teacher divides the class into groups, and each group discusses the problem and determines some resolution following a decision-making procedure previously outlined in the class. After each group presents the reasons for its decision to the entire class, a general discussion is held on the problem and a variety of possible solutions are considered.

Another lesson revolves around the concept of juvenile law. Following a discussion of what juvenile law is and why there are separate laws for juveniles, the students read a letter to the editor dealing with a serious crime committed by a juvenile. The students decide whether they agree with the writer's position, debate the question of whether juveniles should be treated as adults in the court system, and make a chart showing the advantages and disadvantages of holding juveniles responsible for the crimes they commit.

Schwartz and Bromberg (1984) have devised a newspaper course for older students that helps prepare them for effective citizenship in an interdependent world, providing instruction in global concepts such as economic interdependence, the migrations of people, environmental independence, cultural diffusion, the communication revolution, and cultural diversity. The emphasis of the course is on reading, writing, and reasoning ability; and it requires students to classify and organize materials, to identify cause and effect, and to make judgments using sound reasoning.

Developing critical consumers

A course intended for intermediate and junior high school students (Greenup, 1983) presents 11 lessons using newspaper materials to teach consumer education. The practical classroom activities help students 1) define consumer education terms and distinguish between wants and needs; 2) explain why laws are necessary for consumer and seller protection and understand the concept of consumer responsibility; 3) define consumer-related terms; 4) create a classroom newsletter to reflect consumer knowledge; 5) recognize and explain different advertising ap-

Nola Kortner Aiex is the Coordinator of Resources in Education *for the ERIC Clearinghouse on Reading and Communication Skills.*

peals; and 6) explain the intent of the Pure Food and Drug Act and the work of the Federal Trade Commission.

A series of instructional ideas developed by Dianna (1983) also focus on teaching intermediate and junior high students to respond critically to advertising. An outline defines 16 advertising techniques (including eye appeal, youth appeal, snob appeal, celebrity endorsement, and expert endorsement); and a list of activities which help students realize the effects of advertising, create their own ads, and evaluate television and radio commercials as well as those in print.

Making reading real for adult learners and learning disabled students

Newspapers can also prove to be a valuable tool for teachers who work with adult education students. Fenholt (1985) provides a series of activities that use the newspaper as a learning resource to develop both reading and life skills. Her contention is that regular elementary school reading materials fail to motivate readers at the adult level and are also embarrassing for adults to use. Fenholt's activities booklet is aimed at adults who want to read on an intermediate level and pass the graduate equivalency diploma (GED) test.

The practical activities include those designed to promote an understanding of coupons, want ads, news stories, and maps and those designed to build vocabulary. One exercise called "Decode the Ads" deals with deciphering abbreviations commonly used in classified advertisements. A unit on news stories uses questioning techniques to elicit information on what happens in the story. An exercise that uses weather maps asks the student to begin by putting a mark on the general location in which he or she lives. It then asks the student to find newspaper stories about local, state, national, and international news.

Hunter and McNearney (1988) have designed a series of twelve lessons which use the newspaper in an adult basic education curriculum. Each lesson focuses on a particular letter of the alphabet and furnishes a list of vocabulary needed for the lesson, extensive hints on how to teach it, and suggested activities.

Chandler (1988) reports that individual newspapers have also developed their own programs for adult literacy. The *Tulsa World*, for example, has introduced a program called "Read Up," which combines use of the daily newspaper with a telephone hotline to provide tutoring help for adult illiterates. A group of prison inmates served as a test group for this program. The inmates were tested for reading ability before beginning the twelve-week program and again at its conclusion. Results indicated substantial gains in vocabulary, comprehension, and reading skills—one inmate advanced by two grade levels.

Among other groups that can benefit from using the newspaper in the classroom are learning disabled students. Like adult education students, they often "experience frustration and failure with traditional approaches to content area instruction." (Monda, *et al.*, 1988) Monda asserts that the newspaper can be helpful for the LD teacher who wants to create an individualized instructional program, since it appeals to students who are not easily motivated. She advocates using teaching strategies that target specific learning skills in reading or language arts, and even in mathematics.

Some of Monda's suggestions include: 1) using words in grocery ads, sports sections, or comics to teach alphabetizing; 2) using news stories to teach grammar; 3) having students make charts or collages of words dealing with the five senses; 4) asking students to select a picture or photograph and to write their own stories; 5) having students make a timeline for current events; 6) having students write their own classified ads; 7) discussing the key elements of a book or movie review; and 8) asking students to design their own newspaper to report events happening in class or in school.

This sampling of the ERIC database indicates that in the development of readers at all levels, the newspaper can be a versatile tool. Certainly its currency and its availability outside the classroom make it valid and "real" material to use in developing one's ability to read.

References

Chandler, Carolyn Ebel. "Use the news. Press to read: Literacy now!" *Journal of Reading, 31* (8), May 1988, pp. 746-748.

Diamond, Sandra, and Riekes, Linda. "Newspapers and law-related education," 1981. 44pp. [ED 254 437]

Dianna, Michael A. "Buy, buy, buy. How to recognize advertising appeals," 1983, 6pp. [ED 242 573]

Fenholt, Janet. "The newspaper: Your key to better living. Using the newspaper in adult education classes," 1985. 50 pp. [Check forthcoming *Resources in Education (RIE)* for ED number and description.]

Greenup, Tess. "Newspaper activities for young consumers," 1983. 17pp. [ED 246 002]

Hamrick, Lesanne. "Newspaper in education activity book," 1981. 60pp. [ED 250 703]

Hermann, Polly. "Newspapers are for kids, too! A newspaper in education handbook for parents [and] Eddy Torial brings big news for small people (fun activities with the newspaper for kids)," 1981. 23pp. [ED 278 041]

Hunter, Carolyn, and McNearney, Janice. "Read today," 1988. [Check forthcoming *Resources in Education (RIE)* for ED number and description.]

Kossack, Sharon. "Use the news. NIEWEEK, AWPA: Resources for reading," *Journal of Reading, 30* (6) March 1987, pp. 552-554.

Monda, Lisa E.; Vail, Cynthia O.; and Koorland, Mark A. "Newspapers and LD students," *Journal of Reading*, 31 (7), April 1988, pp. 678-679.

"The newspaper as an effective teaching tool." Washington, D.C.: American Newspaper Publishers Association Foundation, 1981. 29 pp. [ED 236 690]

Newton, Kay. "Newspaper in education: New readers for newspapers." Paper presented at the Meeting of the Western Social Science Association, 1985. 26pp. [ED 260 373]

Rhoades, Lynn, and Rhoades, George. "Using the daily newspaper to teach cognitive and affective skills," *Clearinghouse, 59* (4), December 1985, pp. 162-164.

Schwartz, Donald, and Bromberg, Lloyd. "*The New York Times* in global studies courses," 1984. 59pp. [ED 280 748]

Yeaton, Connie S., and Braeckel, Karen Trusty. "A salute to our Constitution and the Bill of Rights: 200 years of American freedom. Using the newspaper to discover how the Constitution and Bill of Rights work," 1986. 112pp. [ED 278 601]

ERIC Clearinghouse on Reading and Communication Skills

Indiana University
Smith Research Center
2805 East Tenth Street
Bloomington, Indiana 47408
(812) 855-5847

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ Date_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ347067
AU: Abrahamson,-Richard-F.; Carter,-Betty
TI: Of Survival, School, Wars, and Dreams: Nonfiction that Belongs in English Classes.
PY: 1987
JN: English-Journal; v76 n2 p104-09 Feb 1987
AV: UMI
DE: Secondary-Education
DE: *Adolescent-Literature; *Literature-Appreciation; *Nonfiction-; *Reading-Attitudes; *Reading-Habits; *Reading-Instruction
AB: Discusses the great role that nonfiction plays in the leisure reading habits of today's teenagers and suggests that teachers should provide recommendations of this material. Describes several works of contemporary nonfiction appropriate for the young adult audience. (JD)

AN: EJ350581
AU: Ammann,-Richard; Mittelsteadt,-Suzanne
TI: Turning on Turned Off Students: Using Newspapers with Senior High Remedial Readers.
PY: 1987
JN: Journal-of-Reading; v30 n8 p708-15 May 1987
AV: UMI
DE: Conventional-Instruction; High-Schools; Reading-Habits; Secondary-Education; Study-Habits
DE: *Instructional-Innovation; *Newspapers-; *Reading-Attitudes; *Reading-Instruction; *Reading-Materials; *Remedial-Reading
AB: Describes a high school developmental program in which newspapers are used to motivate students to read. Discusses how this approach helps improve students' reading and study habits and boost their attitudes toward reading. Identifies four general reasons for students' negative reaction to traditional reading skills material. (JD)

AN: EJ337502
AU: Bey,-Theresa-M.
TI: CPR: Helping Teachers Achieve Success with Underachievers.
PY: 1986
JN: NASSP-Bulletin; v70 n490 p91-93 May 1986
AV: UMI
DE: Elementary-Secondary-Education
DE: *Student-Motivation; *Teacher-Student-Relationship; *Teaching-Methods; *Underachievement-
AB: Teachers can successfully build the underachiever's self-concept and motivation by following an organized instructional procedure currently in use. (CJH)

AN: EJ352261

AU: Bishopp,-Thelma
TI: An Alternative Learning Experience for a Special Kind of Student.
PY: 1987
JN: NASSP-Bulletin; v71 n497 p116-18 Mar 1987
AV: UMI
DE: Enrichment-Activities; Grade-9; Junior-High-Schools; Nontraditional-Education; Program-Development; Student-Needs
DE: *Improvement-Programs; *Student-Motivation; *Underachievement-
AB: Peak II is a successful school-within-a-school alternative learning experience for underachieving ninth-graders attending Longs Peak Junior High School in Longmont, Colorado. The voluntary program involves team teaching, an academic focus, group and individual counseling, guest speakers, field trips, group social activities, and afterschool minicourses. (PGD)

AN: EJ289514
AU: Brown,-David-E.-L.
TI: Films in the English Class.
PY: 1983
JN: English-Journal; v72 n8 p71-72 Dec 1983
AV: UMI
DE: English-Instruction; Learning-Activities; Secondary-Education; Teaching-Methods
DE: *Films-; *Literary-Criticism; *Literature-Appreciation; *Student-Motivation; *Visual-Literacy
AB: Suggests that films can enrich students' understanding of the literature on which they are based and can strengthen the same academic competencies students are expected to develop through reading. (MM)

AN: ED292949
AU: Colvin,-Ruth-J.; Root,-Jane-H.
TI: TUTOR. Techniques Used in the Teaching of Reading. A Handbook for Teaching Basic Reading to Adults and Teenagers. Sixth Edition.
CS: Literacy Volunteers of America, Inc., Syracuse, NY.
PY: 1987
AV: Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214 ($9.50).
NT: 111 p.; For a related document, see CE 048 864.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Adolescents-; Adult-Basic-Education; Adult-Reading-Programs; Adult-Students; Beginning-Reading; Behavioral-Objectives; Context-Clues; Functional-Reading; Instructional-Material-Evaluation; Language-Experience-Approach; Learning-Activities; Lesson-Plans; Phonics-; Reading-Comprehension; Sight-Vocabulary; Syllables-; Teaching-Methods; Vocabulary-Development; Word-Study-Skills

DE: *Adult-Literacy; *Literacy-Education; *Reading-Instruction; *Tutoring-
AB: This guide is intended to assist teachers and volunteer tutors who are teaching adults and teenagers to read. The nature and extent of the adult illiteracy problem and the process of learning to read are discussed in the first chapter. The characteristics that are desirable in basic reading tutors and those that are encountered in adult learners are described in the next two chapters; assessment and goal setting are examined next, and the fifth chapter deals with the following instructional approaches and techniques: language experience stories, sight words and context clues, phonics (consonants), and word patterns. Comprehension and thinking skills are the subject of the sixth chapter. Chapter 7 is devoted to instructional materials and learning activities, and Chapter 8 covers goal analysis and lesson planning. Materials that should be brought to a lesson, methods of identifying appropriate material, ways of incorporating handwriting into lessons, steps in developing lesson plans, and appropriate behavior for tutors are discussed in the next chapter. A series of sample beginning- and intermediate-level lesson plans is also included. Appendixes include guidelines for evaluating tutor competency (complete with illustrative case studies), a list of the 300 most frequently used words, basic and survival word lists for adults, useful words for filling out forms, signs in capitals, a glossary, suggested key words, vocabulary building/syllabication guidelines, word patterns, guidelines for evaluating adult basic education reading material, a checklist of students' word attack skills, and lesson plan forms. (MN)

AN: ED252541
AU: Crawford,-Michael
TI: Project CAPABLE: Social Studies. [Monthly Reports, August 1979-May 1980].
CS: Madawaska School District, ME.
PY: [1980]
NT: 74 p.; For related documents, see note to TM 840 700.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Cognitive-Development; Comprehension-; Directed-Reading-Activity; Evaluation-Methods; History-; Individualized-Instruction; Instructional-Improvement; Map-Skills; Motivation-Techniques; Program-Evaluation; Reading-Instruction; Reading-Skills; Secondary-Education; Student-Motivation; Study-Guides; Study-Skills; Vocabulary-Development
DE: *Basic-Skills; *Content-Area-Reading; *Learning-Strategies; *Social-Studies; *Teaching-Methods
AB: Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and

at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in social studies classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BW)

AN: ED276413
AU: Daley,-Richard, Ed.
TI: ITV Utilization Ideabook, 1985. A Collection of Outstanding Utilization Practices That Support Classroom Use of Instructional Television.
CS: Agency for Instructional Technology, Bloomington, IN.
PY: 1985
NT: 76 p.; For the 1986 edition of this ideabook, see IR 012 411.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Basic-Skills; Career-Guidance; Elementary-Secondary-Education; Guidelines-; Inservice-Teacher-Education; Microcomputers-; Special-Education; Teleconferencing-
DE: *Advertising-; *Awards-; *Class-Activities; *Educational-Television; *Instructional-Materials; *Reference-Materials
AB: The Agency for Instructional Technology recently conducted its first national contest to search out the best promotion and utilization ideas that instructional agencies use to increase use of instructional video materials; this compilation of the best ideas submitted for the competition is intended to serve as a reference for instructional technologists. The activities described are listed under four major categories: (1) Workshops, which includes two projects for teacher training on educational television (ETV); (2) Curriculum Integration, which includes a teacher inservice program to improve writing instruction; a project designed to use the "ThinkAbout" series effectively; activities in the areas of science for the second and third grades, social studies for the fifth grade, and reading/vocabulary development for the fourth grade; a resource catalog of instructional television (ITV) series; and the integration of ITV resources into state guidelines; (3) Promotion, which includes a "School Television Planning Book" designed for use by teachers; design of an ITV handbook to resemble TV Guide; an ITV newsletter from a broadcasting station; a student testimonial promoting the use of ITV from a history class; use of posters in curriculum areas to help teachers become aware of ITV; a reading contest intended to motivate children to read books in a TV series; "Reading Rainbow," a selected educational series designed to help reduce summer learning loss; teacher utilization awards; a series produced for high school

students about aging; the "Family Life Education Brochure"; the Interconnect monthly newsletter; and ITV promo spots; and (4) Production, which includes an ITV teleconference/workshop; a broadcast of sample ITV programs; inservice programs on microcomputers and reading motivation; using ITV to implement state minimum standards for elementary/secondary schools; and the development of indexing and cross-reference materials for curriculums for vocational and handicapped students. (DJR)

AN: ED299570
AU: Davis,-James-E., Ed.; Davis,-Hazel-K., Ed.
TI: Your Reading: A Booklist for Junior High and Middle School Students. Seventh Edition.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1988
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59397, $10.95 member, $14.50 nonmember).
NT: 505 p.; Prepared by the Committee on the Junior High and Middle School Booklist.
PR: EDRS Price - MF02/PC21 Plus Postage.
DE: Annotated-Bibliographies; Elementary-Secondary-Education; Junior-High-Schools; Middle-Schools; Reading-Interests; Student-Interests
DE: *Adolescent-Literature; *Literature-Appreciation; *Reading-Materials
AB: This annotated bibliography, for junior high and middle school students, describes nearly 2,000 books to read for pleasure, for school assignments, or merely to satisfy curiosity. Books included have been published mostly in the last five years and are divided into six major sections: fiction, drama, picture books for older readers, poetry, short story collections, and nonfiction. The fiction and nonfiction sections have been further subdivided into various categories; e.g. (1) abuse; (2) adventure; (3) animals and pets; (4) the arts; (5) Black experiences; (6) classics; (7) coming of age; (8) computers; (9) dating and love; (10) death and dying; (11) ecology; (12) ethnic experiences; (13) family situations; (14) fantasy; (15) folklore, myths, and legends; (16) friendship; (17) growing up female; (18) growing up male; (19) historical novels; (20) humor and satire; (21) mental and emotional problems; (22) mysteries; (23) Native American experiences; (24) physical disabilities; (25) religious experiences; (26) science fiction and the future; (27) space and time; (28) sports; (29) the supernatural; (30) survival; (31) war; (32) biography and autobiography; (33) drugs and drug abuse; (34) fine arts; (35) games; (36) health and diseases; (37) history and government; (38) hobbies and crafts; (39) how-to; (40) information, please; (41) law and the legal system; (42) mass media; (43) nature; (44) occupations and careers; (45) people and places; (46) personal improvement; (47) reference; (48) religions; (49) science and medicine; (50) social issues;

(51) technology and machines; and (52) trivia. A directory of publishers and two indexes (for author and title) are included. (MS)

AN: ED237971
AU: DiSibio,-Robert-A.; Savitz,-Fred-R.
TI: But, Teacher, I Don't Like to Read, Or How To Make Reading Alluring.
PY: 1983
NT: 15 p.; Paper presented at the Annual Meeting of the New York State Reading Association (17th, Kiamesha Lake, NY, November 8-13, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Content-Area-Reading; Elementary-Secondary-Education; Literacy-; Reading-Comprehension; Reading-Habits; Reading-Materials; Reading-Research; Teaching-Methods
DE: *Attitude-Change; *Motivation-Techniques; *Reading-Attitudes; *Reading-Instruction; *Reading-Interests; *Reading-Programs
AB: The domino effect of illiteracy can be halted if students are given opportunity early in life to develop a positive attitude toward reading. Research supports the notion that reading interests lead to knowledge, which leads, in turn, to increased comprehension. Motivational ideas include using trade books and literature as collateral material in content area reading, putting a book on trial with students indicting and defending a story, broadcasting a book review on the school public address system, and providing a list of items for students to locate in a local newspaper. Several successful reading programs in schools across the country provide interesting reading materials and facilitate discussion groups and other reading activities. Reading attitudes prevalent in the home environment have great influence on the children's attitudes, but the major responsibility still rests with teachers, who must represent models of positive reading habits. (Several teaching ideas are appended.) (HTH)

AN: ED302805
AU: Ediger,-Marlow
TI: Motivation in the Reading Curriculum.
PY: [1988]
NT: 13 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Strategies; Elementary-Secondary-Education; Reading-Habits; Reading-Improvement; Reading-Skills
DE: *Curriculum-Development; *Learning-Motivation; *Motivation-Techniques; *Reading-Instruction; *Student-Motivation
AB: Dealing with student motivation in the reading curriculum, this paper begins by discussing why motivation is important. Next it explores reasons for lack of motivation and ways to remedy the problem, including teacher enthusiasm; appropriate reading

materials; variety in teaching methods; balance among cognitive, affective, and psychomotor learning objectives; and meaningful learning. Seven recommendations to improve the reading curriculum follow, such as: taking a holistic approach to reading; student participation in decision making; adequate teacher preparation; and promoting enjoyment and vicarious life experiences through reading. (SR)

AN: ED299553
AU: Ediger,-Marlow
TI: Student Motivation in Reading.
PY: [1988]
NT: 14 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Goal-Orientation; Reading-Improvement; Reading-Skills; Teaching-Methods
DE: *Reading-Attitudes; *Reading-Instruction; *Student-Motivation; *Textbook-Selection
AB: Motivation is a rather persistent problem in guiding students to read well. If a student lacks motivation, a low energy level will be available for learning to read. Through motivation, a learner is encouraged to achieve definite goals in reading. Attention and retention by the student are important in recognizing new words whether the approach is phonics instruction, syllabication, structural analysis, configuration clues, use of picture clues, or identification of words through contextual situations. Numerous reasons are given for students lacking motivation, from poor teaching methods to inadequate reading materials. Reading teachers must use a variety of stimulating methods in teaching students, and the subject matter must be of interest to students. Quality deductive methods to motivate student behavior may emphasize a teacher modeling analysis, synthesis, and evaluation in reading. Problem solving methods should also be utilized to stimulate student reading. Balance among cognitive, affective, and psychomotor objectives should be emphasized. A quality reading curriculum needs much planning, with careful attention to vital objectives, relevant opportunities to read, and evaluation procedures. (RAE)

AN: EJ346934
AU: Edmiston,-Brian; And-Others
TI: Empowering Readers and Writers Through Drama: Narrative Theater.
PY: 1987
JN: Language-Arts; v64 n2 p219-28 Feb 1987
AV: UMI
NT: Thematic Issue: Empowerment.
DE: Creative-Dramatics; Elementary-Education; Oral-Language; Reading-Writing-Relationship; Role-Playing
DE: *Dramatic-Play; *Integrated-Activities; *Literacy-Education;

*Reading-Instruction; *Teaching-Methods; *Writing-Instruction
AB: Describes a process called narrative theater that involves (1) the exploration of texts and the stories likely embedded within them, (2) a learning process that involves the creation of drama contexts, and (3) the use of theater conventions. (SRT)

AN: ED289502
AU: Ellington,-Henry
TI: How To Design Educational Games and Simulations. Teaching and Learning in Higher Education, 19.
CS: Scottish Central Institutions Committee for Educational Development.
PY: 1987
NT: 19 p.; For a related guide, see IR 012 958.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Computer-Assisted-Instruction; Foreign-Countries; Higher-Education; Instructional-Design; Production-Techniques
DE: *Educational-Games; *Instructional-Development; *Material-Development; *Simulation-; *Teacher-Developed-Materials
AB: A sequel to the booklet "How Games and Simulations Can Be Used in Tertiary Education," this booklet begins by looking at ways in which participative exercises of the game/simulation/case study type can be used by teachers and trainers working in further and higher education. A process for the identification of a clearly-defined need for an exercise of this type is then outlined, followed by guidelines for formulating the basic idea for a new exercise: (1) the choice of content; (2) the choice of format, e.g., a simple manual exercise, a card game, a board game, or a computer-based exercise; (3) the choice of overall structure of the exercise, e.g., a linear, branching, radial, cyclic, interactive, or composite structure; and (4) how to use these structures in each of the different types of formats. Three stages in the conversion of the basic idea into a viable educational package are also described, including deciding on the overall form of the package, producing a prototype, and field testing and revising the prototype package. Several alternative ways of making the exercise generally available are also suggested. Models of the various structures and the development process for prototype packages of each format are included, and two items recommended for further reading are listed. (MES)

AN: ED274993
AU: Fleming,-Margaret, Ed.
TI: Reading, Writing, and Adolescents.
CS: Arizona English Teachers Association, Tempe.
PY: 1983
JN: Arizona-English-Bulletin; v25 n2 Mar 1983
NT: 181 p.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Adolescent-Literature; Developmental-Stages; Fiction-;

Junior-High-Schools; Mythology-; Nonfiction-; Reading-Interests; Reading-Material-Selection; Reading-Writing-Relationship; Student-Attitudes; Student-Motivation; Writing-Exercises; Writing-Improvement; Writing-Instruction
DE: *Adolescents-; *English-Instruction; *Literature-Appreciation; *Student-Needs; *Teaching-Methods
AB: Noting that most junior high level curricula do not take into account students' rapid mental and physical changes, the articles in this focused journal issue recommend works and teaching strategies that harmonize with these student needs. The titles and their authors are as follows: (1) "Adolescent Development and the Growth of Writing Abilities" (Barry M. Kroll); (2) "'Decentering': Growth in Writing Maturity through the Discovery of Real Communication" (Frank C. Cronin); (3) "Objectivity: A Criterion of Excellence in Personal Writing by Adolescents" (Elwyn R. Jenkins); (4) "The 'Middletown Spirit'--Catalyst toward Cosmopolitanism" (James P. Beck); (5) "Adolescent Students: Allowing for Student Characteristics in the Classroom" (Suzanne Padgett); (6) "The Uses of Student Journals" (Ken Autrey); (7) "Writing through Trust" (Marty Brewster); (8) "Focusing and Detailing: A Descriptive Solution" (Robert L. Wilson); (9) "The Cinquain: A Pathway to Improved Paragraphs of Character Analysis" (Jo Anne R. Bryant); (10) "Anton Chekov on Writing" (Ross Beatty); (11) "Using Essay Contests in the Classroom: for Fun, for Profit, for Practical Writing Experiences" (Suzanna G. Colby); (12) "Reading and Writing; Is There a Connection?" (Bonnie L. Miller); (13) "Mythology and Maturation" (Wilma Bell); (14) "The Responses of Adolescent Boys to Three Short Stories: Implications for Curriculum Selection" (Susan G. Bennett); (15) "'The Catherine Wheel': Bridging Adolescence and Adulthood" (Lynn A. Crandall); (16) "Classic Salability" (John C. Holcomb); (17) "Using Group Dynamics in the Classroom" (Pam Miller); (18) "Shakespeare in the 7th Grade? It Works" (Marilyn J. School); (19) "'The Scarlet Letter': A New Look at a Classic" (Virginia McCormick); (20) "Involving Students with the Short Story" (Charles R. Duke); (21) "'Doing' a Poem: 'The Lurpps Are on the Loose' or How to Start Losing Your Fear of Classroom Drama" (James Charnock); (22) "'Younits': Guided Independent Study" (Linda Shadiow); (23) "Developing Ethnic Literacy in the Elementary School through Reading and Literature" (Elizabeth E. Seittelman); (24) "International Growth of the Junior Novel" (Osayimwense Osa); (25) "Spycraft: A Study of Spies and Counter-Spies in the English Classroom" (Marie J. Wittek); (26) "A Rationale for Teaching Regional Literature in the Public School" (Christopher Gould); (27) "Yet Another Version of Pastoral: Hal Borland's 'When Legends Die'" (Dennis Walsh); (28) "Nonfiction: The Orphan of the Literature Class" (Margaret Grove Ferry); and (29) "A Teacher's Annotated Subject Bibliography of Resources for and about Lesbian and Gay Male Youth" (Edward C. Paolella). A section of Monday morning teaching techniques--"A Sweet Composition" (Connie Pilkington) and "Some Writing Every Day" (Carl L. Anderson)--concludes the journal. (HTH)

AN: ED289159
AU: Fuchs,-Lucy
TI: Serving Adolescents' Reading Interests through Young Adult Literature. Fastback 258.
CS: Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PY: 1987
AV: Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
NT: 40 p.; This publication was sponsored by the University of the Pacific Chapter of Phi Delta Kappa.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Adolescents-; Literature-Appreciation; Reading-Attitudes; Reading-Habits; Reading-Material-Selection; Reading-Research; Secondary-Education
DE: *Adolescent-Literature; *Reading-Interests; *Recreational-Reading
AB: Intended to help parents and teachers select books for young people that reflect the actual interests of adolescents, this booklet discusses titles that both appeal to teenagers and help adults gain insight into their needs, their concerns, and their values. Titles of chapters in the booklet are as follows: (1) "Are Young Adult Books Literature?"; (2) "I Have a Problem: Realistic Fiction"; (3) "The Way Things Were: Historical Fiction"; (4) "On a Distant Galaxy: Science Fiction"; (5) "I'm in Love! The Teenage Romance"; (6) "Something Weird: The World of the Occult"; (7) "Batter Up! Sport Stories"; (8) "This Is Your Life: Biographies for Young Adults"; (9) "Information Please: Nonfiction Books"; and (10) "Some Notes on Censorship." A final note from the author as to the "sample" nature of the list of young adult literature titles discussed in this fastback concludes the booklet. (SKC)

AN: ED281165
AU: Fuchs,-Lucy
TI: Teaching Reading in the Secondary School. Fastback 251.
CS: Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PY: 1987
AV: Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
NT: 34 p.; This publication was sponsored by the St. Leo Florida Chapter of Phi Delta Kappa.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Lesson-Plans; Reading-Strategies; Secondary-Education; Study-Skills; Supplementary-Reading-Materials; Teaching-Methods; Vocabulary-Development
DE: *Class-Activities; *Content-Area-Reading; *Critical-Reading; *Reading-Comprehension; *Reading-Instruction; *Reading-Skills; *Teacher-Role
AB: Intended for use by secondary school teachers in all subject

areas, this booklet provides practical information, classroom activities and strategies for the instructor who wants to incorporate reading instruction into a particular content area. Following an introductory chapter that emphasizes the need for reading skills in contemporary society and the secondary school teacher's strategic position for preparing students for the world of work, the booklet offers specific chapters on (1) vocabulary development; (2) reading in the content areas; (3) incorporating reading into lesson planning; (4) using questions to develop critical reading; (5) reading and study skills, such as outlining, note-taking, and study methods; (6) guiding teenage reading choices; and (7) other reading activities, including reading newspapers (especially the sports pages), junk mail, and television-related material. The booklet also contains some concluding remarks and a bibliography. (NKA)

AN: ED280106
AU: Hall,-Donna-R.
TI: Oral Interpretation: An Approach to Teaching Secondary English.
PY: 1987
NT: 15 p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987). Appendix has broken print.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Choral-Speaking; English-Instruction; Interdisciplinary-Approach; Literary-Genres; Oral-Reading; Poetry-; Readers-Theater; Secondary-Education; Story-Telling; Student-Motivation
DE: *Adolescents-; *Learning-Processes; *Literature-Appreciation; *Oral-Interpretation; *Teaching-Methods
AB: Oral interpretation facilitates the learning processes of adolescents by making the presentation of subject matter more interesting and meaningful to them, helping them feel involved, and providing them with an opportunity to perceive literature in action. Narrative literature is a good place to begin oral interpretation activities, since storytelling increases students' speaking ability and helps them develop techniques to hold audience attention. Presenting prose, poetry, and drama in a storytelling, choral reading, or readers theatre format can also be an exciting way to explore literature. Choral reading helps illustrate comparison and contrast, rhyming patterns, alliteration, and imagery. Reading poetry aloud helps improve students' attitudes toward poetry. For example, a class activity in which each student contributes a line to create a poem is easy, fun, and productive. Music, another source of inspiration to writing and reading poetry, can help make a students' presentation interesting. In addition to classroom assignments, performance activities can stimulate productive student endeavors. For example, presenting Stephen Crane's "The Bride

Comes to Yellow Sky" in a readers theatre format can help this story come alive for students. (This story, arranged by Billy Watson, is appended, as is an exercise for writing a poem.) (JD)

AN: EJ369541
AU: Heidecker,-Arnold
TI: The Value of a Good School Library.
PY: 1988
JN: Western-European-Education; v20 n1 p107-12 Spr 1988
AV: UMI
DE: Elementary-Secondary-Education; Foreign-Countries; Independent-Study; Teaching-Methods
DE: *Lifelong-Learning; *Literature-Appreciation; *Reading-Instruction; *School-Libraries; *Student-Interests; *Student-Motivation
AB: States that the task of the school is to motivate and enable people to continue their education throughout life. Proposes that this goal be met by arousing students' interest in reading while they are being taught to read. Presents the criteria for a good school library and discusses ways in which student interest may be aroused. (GEA)

AN: EJ363875
AU: Hobbs,-Lenora; And-Others
TI: Reading Motivation: A Library Mission.
PY: 1988
JN: Book-Report; v6 n4 p13-25 Jan-Feb 1988
DE: Computer-Assisted-Instruction; Learning-Resources-Centers; Recreational-Reading; Secondary-Education; Student-Attitudes; Teacher-Attitudes
DE: *Learning-Activities; *Library-Role; *Literacy-; *Reading-Attitudes; *Reading-Programs; *School-Libraries
AB: A series of articles explores the role of the school library in generating reading motivation among students, and suggests strategies for changing student and teacher attitudes through cooperative programs with teachers, library activities, special activities for reluctant readers, learning strategies, and computer assisted instruction. An annotated bibliography is provided. (CLB)

AN: EJ306573
AU: IRA-Committee-on-Nonprint-Media-and-Reading
TI: Criteria for the Selection and Use of Nonprint Media.
PY: 1984
JN: Journal-of-Reading; v28 n3 p266-67 Dec 1984
AV: UMI
DE: Elementary-Secondary-Education; Professional-Associations; Reading-Instruction; Visual-Aids
DE: *Evaluation-Criteria; *Nonprint-Media;

*Reading-Material-Selection
AB: Presents the full text of the recently expanded criteria for the selection of nonprint media for the reading curriculum approved by the board of directors of the International Reading Association. (HOD)

AN: EJ367243
AU: Keller,-Rodney-D.
TI: Movies and Literary Elements.
PY: 1987
JN: Teaching-English-in-the-Two-Year-College; v14 n4 p273-80 Dec 1987
AV: UMI
DE: Higher-Education; Literary-Devices; Media-Adaptation; Teaching-Methods
DE: *Films-; *Literature-Appreciation; *Motivation-Techniques
AB: Recommends using movie clips to stimulate students' interest in reading a novel as well as to teach elements of fiction such as plot, character, setting, symbol, irony, and theme. Describes each clip and provides study questions. Includes a listing of movies made from books. (NH)

AN: EJ348960
AU: Kossack,-Sharon
TI: Use the News. NIEWEEK, ANPA: Resources for Reading.
PY: 1987
JN: Journal-of-Reading; v30 n6 p552-54 Mar 1987
AV: UMI
DE: Curriculum-Development; Elementary-Secondary-Education; Higher-Education; Reading-Materials
DE: *Content-Area-Reading; *Instructional-Materials; *Newspapers-; *Reading-Instruction
AB: Presents various suggestions for the use of newspapers in classrooms at all educational levels, from preschool to adult literacy programs. (NKA)

AN: ED291493
AU: Kowalski,-Patricia; And-Others
TI: The Relationship between Teachers' Ratings and Students' Self-Reported Motivation.
PY: 1987
NT: 13 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Behavior-Rating-Scales; Check-Lists; Classroom-Research; Educational-Improvement; Grade-5; High-Achievement; Intermediate-Grades; Low-Achievement
DE: *Academic-Achievement; *Classification-;

*Elementary-School-Students; *Learning-Motivation;
*Self-Evaluation-Individuals; *Teacher-Behavior
AB: Reported are data from the initial use of the Motivation Checklist, a rating scale for teachers designed to help them think about student motivation problems in terms of an extended, research-based typology. Over 50 teachers rated 261 students in grades one through six who differed in their level of motivation and in their level of achievement. Teachers also rated students' achievement in terms of percentile rank in the class. Factor analyses revealed that the instrument basically failed in its original goal of getting teachers to differentiate motivational problems. Apparently teachers used the Motivation Checklist in a way that confirmed researchers' initial impressions that teachers simply categorized students as either good or bad. Students' scores on subscales were inspected to investigate the relationship between teachers' perceptions of student motivation and students' perceptions of why they do their schoolwork. Two 5th-grade teachers used the checklist to rate 56 students in typical performance-oriented mathematics classes. Students completed Harter's Perceived Scholastic Competence Scale, Buhrmester's School Concerns Scale, and a new motivation scale developed by Harter which allows assessment of several sources of intrinsic and extrinsic motivation. Findings indicated that students whom teachers thought of as good claimed they worked to escape parental disapproval, while students thought of as bad claimed that when they worked, they did so because they found the task interesting. Results are discussed and the checklist and its subscales are appended. (RH)

AN: ED293106
AU: Laurinen,-Leena-I.
TI: How To Aid Teenagers To Understand Expository Prose.
PY: 1988
NT: 14 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adolescents-; Cognitive-Processes; Concept-Formation; Connected-Discourse; Content-Analysis; Critical-Reading; Directed-Reading-Activity; Discourse-Analysis; Expository-Writing; Group-Discussion; Reading-Research; Secondary-Education; Semantics-; Syntax-; Word-Processing; Word-Recognition; Writing-Improvement
DE: *Associative-Learning; *Learning-Strategies; *Reading-Comprehension; *Writing-Processes
AB: Sentences are understood by outlining associative relations between the concepts representing the meanings of the words. When the words are received the activation spreads from their conceptual counterparts to the other concepts in memory, so that some implicit thoughts are often added to the mental representation of a sentence. As sentences are presented in a

text the associative relations between the sentences ought to be taken into account. Implicit relations are inferred by the aid of spreading activation, which means that neither the number nor the exact content of all the associative relations is known. Because the capacity of active memory is limited, some selection must take place so that only the most essential things are kept in mind during reading. Teenagers often encounter difficulties when trying to pick out the most essential associations amongst all the alternatives. The solution to this problem is to help in text understanding by channeling the selection. A classification system was developed to categorize the different types of associations and the definitions were then transformed into questions. In a trial experiment pupils discussed student-written summaries on expository newspaper texts and used the questions for criticism. If this technique is applied repeatedly to several texts with different content, it is probable that the students will learn to learn. (A list of meaning relations and a figure are included, and 19 references are appended.) (MS)

AN: EJ345519
AU: Lockavitch,-Joseph-F., Jr.
TI: Motivating the Unmotivated Student.
PY: 1986
JN: Techniques; v2 n4 p317-21 Oct 1986
NT: Journal Availability: see, EC 191 171.
DE: Elementary-Secondary-Education; Expectation-; Individual-Differences; Media-Selection; Relevance-Education; Self-Concept
DE: *Classroom-Environment; *Low-Achievement; *Student-Motivation; *Teacher-Attitudes; *Teacher-Student-Relationship; *Teaching-Methods
AB: Practical suggestions for working with reluctant, unmotivated students as presented through the acronym "STUDENTS" are given as a guide for increasing classroom participation. STUDENTS stands for: success; tolerance; understanding; directions; expectations; negotiations; tasks; and stimulation. (Author/CB)

AN: EJ361770
AU: Miller,-Etta; And-Others
TI: One Dozen Ways to Turn Them on to Reading.
PY: 1987
JN: Social-Education; v51 n7 p486-87 Nov-Dec 1987
AV: UMI
DE: Educational-Methods; History-Instruction; Reading-Improvement; Secondary-Education
DE: *Content-Area-Reading; *Educational-Strategies; *Motivation-Techniques; *Social-Studies
AB: Suggests twelve strategies for helping students read social studies material with greater comprehension. The strategies include simulations, debates, documents, oral histories, current

events, and differing accounts of history. (DH)

AN: ED235467
AU: Richardson,-Judy; And-Others
TI: LIT PICKS: Literary Selections for Mainstreamed Students in Content Area Subjects.
CS: Virginia Commonwealth Univ., Richmond. School of Education.
PY: 1983
NT: 38 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Annotated-Bibliographies; Elementary-Secondary-Education; Learning-Disabilities; Literature-; Mainstreaming-; Motivation-Techniques
DE: *Content-Area-Reading; *Disabilities-; *Educational-Strategies; *Resource-Materials
AB: The product of research aimed at identifying (1) concepts in content areas--such as mathematics, science, social studies, and language arts/English that are important but difficult for mainstreamed students to understand, (2) suitable grade levels at which to introduce these concepts, and (3) highly motivating literature that clarifies the concepts, this booklet provides selected literature as a resource for teaching content subjects more effectively to mildly handicapped students. Following an introduction, title lists are cross referenced by topic and content area. The major portion of the booklet contains title annotations arranged in grade appropriate groups from primary through secondary school levels. The annotations also include topic and content area labels. (HTH)

AN: ED297402
AU: Robbins,-Bruce
TI: Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1988
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Readers-Theater; Role-Playing; Simulation-; Teaching-Methods
DE: *Creative-Dramatics; *Drama-; *English-Instruction; *Language-Arts
AB: Literature on classroom drama suggests that there is considerable untapped potential for using drama as a teaching method in the English classroom. Studies have shown that high school students using dramatic enactment experienced more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-dramatic mode. Drama has varied applications in the classroom, including improvisation; role-playing; readers'

theater; choral readings; and writing and producing radio programs, television screenplays, or documentaries. In using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. As collaborator and guide, the teacher sets the topic and starts things in motion, but the students' choices determine the course the lesson will take. With practice, teachers of English will discover that the use of drama techniques in the classroom can become a vital part of their teaching repertoire. (MS)

AN: ED296337
AU: Rodine,-Jody-A.
TI: Hook 'Em Using the Newspaper as Bait.
CS: Gazette Telegraph, Colorado Springs, CO.
PY: 1986
NT: 42 p.; Paper presented at the Regional Spring Conference of the Colorado Language Arts Society (Colorado Springs, CO, March 5-8, 1987).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Class-Activities; Educational-Games; English-Instruction; Intermediate-Grades; Junior-High-Schools; Mathematics-Instruction; Media-Adaptation; Reading-Instruction; Secondary-Education; Supplementary-Reading-Materials; Teaching-Guides; Vocabulary-Development; Writing-Exercises; Writing-Instruction
DE: *Language-Arts; *Mathematics-Materials; *Newspapers-; *Reading-Materials; *Teacher-Developed-Materials
AB: Designed for teachers to use with intermediate and junior high level students, the activities in this booklet focus on the newspaper as a teaching tool in three broad areas: (1) Language Arts; (2) Reading and Language; and (3) Reading, Language, and Math. The language arts section contains 14 activities identifying parts of speech, practicing alphabetization, writing skills, analysis, and synthesis, under such titles as "Verbose Sports Writers," "Jumping Gerunds," and "Amazing Advertising Antics." The three activities in the reading and language section promote reading and critical thinking skills. "Apartment Hunting," "Sports Shorts," and "Coupon Clippers Colossal Cash Craze" incorporate math with reading and language art skills in the final section. Materials required for most of these activities include newspapers, construction or notebook paper, scissors, glue, and pencil or pen. (Nine worksheets and four pages of sample questions/directions are included.) (SR)

AN: EJ374775
AU: Sacco,-Margaret-T.
TI: The Reading/Writing/Media Connection.
PY: 1988
JN: ALAN-Review; v15 n3 p18-19 Spr 1988
DE: Computer-Uses-in-Education; Educational-Technology;

Elementary-Secondary-Education; Games-; Library-Materials; Mass-Media-Use; Media-Adaptation; News-Writing; Nonprint-Media; Reading-Instruction
DE: *Audiovisual-Aids; *Integrated-Activities
AB: Asserts that using audiovisual materials to give book reports incorporates reading, writing, and media into one project. Describes several methods of presentation, including videotape activities, creating sound effects, and designing games which relate to books. Also suggests various motivational tools for teachers and librarians. (MM)

AN: ED270789
AU: Salomone,-Ronald-E., Ed.
TI: Teaching the Low Level Achiever.
CS: Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio Council of Teachers of English.
PY: 1986
JN: FOCUS:-Teaching-English-Language-Arts; v12 n2 Win 1986
AV: FOCUS, Division of Humanities, Ohio University, Chillicothe, OH 45601 ($10.00 for one year subscription (3 issues).
NT: 73 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Computer-Assisted-Instruction; Creativity-; Elementary-Secondary-Education; Higher-Education; Individualized-Instruction; Learning-Disabilities; Literature-Appreciation; Motivation-Techniques; Remedial-Instruction; Student-Attitudes; Tutoring-; Writing-Instruction
DE: *English-Instruction; *Language-Arts; *Low-Achievement; *Slow-Learners; *Teaching-Methods
AB: Intended for teachers of the English language arts, the articles in this issue offer suggestions and techniques for teaching the low level achiever. Titles and authors of the articles are as follows: (1) "A Point to Ponder" (Rachel Martin); (2) "Tracking: A Self-Fulfilling Prophecy of Failure for the Low Level Achiever" (James Christopher Davis); (3) "Improving the Slow Learner and Inter-School Relations" (Georgianna G. Clark); (4) "Teaching Low-Achieving Students: Motivation for Success" (M. Kay Alderman); (5) "Bored Students? Try Board Games!" (Miriam de la Iglesia); (6) "Nurturance of Creativity" (Carol Wolf); (7) "Protecting the Slow Learner" (Georgianna G. Clark); (8) "Remedial C.A.I." (Claire Redmond); (9) "College Survival: How it Works" (Helen H. Pierson); (10) "Not Until They Know They Do Not Know" (Robert L. Wilson); (11) "Individualizing Composition Instruction through CAI Commentary Programs" (Leigh Holmes); (12) "The Example of Gargantua: Low-Level Achiever to Model Student" (Veena Kasbekar); (13) "Good Hunting: A Look at the Writing of Learning Disabled Children" (John Aylesworth); (14) "Releasing the Reluctant Writer: Attempts at Myth-Breaking and a Friendly Assault on the Mountain of Our Own Fears" (June Langford Berkley); (15) "Motivational Strategies for Low Level for

Achievement Students" (Maria Di Tommaso); (16) "New Problems Need New Solutions" (Susan Archer); and (17) "Tutoring the Reluctant Learner" (Elaine A. Vacha). (HOD)

AN: EJ356697
AU: Sheeley,-Stuart-L.
TI: Drama: A Junior High Elective.
PY: 1987
JN: English-Journal; v76 n5 p66-67 Sep 1987
AV: UMI
DE: Junior-High-Schools; Teaching-Methods
DE: *Drama-; *English-Curriculum; *English-Instruction; *Learning-Activities; *Theater-Arts
AB: Describes a junior high school program offering drama as a course elective. Cites fairy tales, and Western or melodramatic plays as most effective for student involvement; recommends avoiding those about teenagers. Notes educational advantages of this program for handicapped, special education, disruptive, and low reading skills students. (JG)

AN: EJ374568
AU: Sullivan,-Richard; Wircenski,-Jerry-L.
TI: 50 Tips on Motivating Students.
PY: 1988
JN: Vocational-Education-Journal; v63 n5 p39-40 Aug 1988
AV: UMI
DE: *Classroom-Environment; *Student-Motivation; *Teacher-Student-Relationship
AB: Lists 50 ideas for motivating students including items on classroom management, teaching methods, and relationships with students. (JOW)

AN: EJ382497
AU: Thiagarajan,-Sivasailam
TI: Reading Assignments: 13 Interactive Strategies for Making Sure Your Students Read Them.
PY: 1988
JN: Performance-and-Instruction; v27 n9 p45-49 Oct 1988
AV: UMI
DE: Debate-; Educational-Strategies; Heuristics-; Instructional-Design; Instructional-Materials; Interaction-; Recall-Psychology; Tutoring-; Verbal-Ability
DE: *Educational-Games; *Instructional-Improvement; *Motivation-Techniques; *Reading-Assignments
AB: Describes interactive games that can be used to encourage students to complete reading assignments, and gives suggestions for improving the usefulness of readings. The games emphasize instructional objectives including verbal fluency, recall of facts, perceiving important points, summarizing, heuristics,

debating, and tutorial support. (LRW)

AN: EJ335660
AU: Thomson,-Jack
TI: Literature and Life: The Appeal of the Sensational Romantic Novel.
PY: 1985
JN: Australian-Journal-of-Reading; v8 n4 p229-35 Nov 1985
NT: Thematic Issue: Understanding Literature in the Classroom
DE: Content-Analysis; Females-; Reading-Material-Selection; Secondary-Education
DE: *Literature-Appreciation; *Reader-Response; *Reading-Interests; *Reading-Materials; *Student-Attitudes
AB: States that teachers need to understand the appeal of novels that teenagers prefer to read and analyzes a popular romantic novel, "Flowers in the Attic." (DF)

AN: ED301589
AU: Tollefson,-Nona; And-Others
TI: Teachers' Attributions for Students' Low Achievement: A Validation of Cooper and Good's Attributional Categories.
PY: 1988
NT: 17 p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Environment; Elementary-Secondary-Education; Graduate-Students; Higher-Education; Primary-Education; Student-Behavior; Student-Motivation; Teaching-Methods
DE: *Attribution-Theory; *Low-Achievement; *Student-Evaluation; *Teacher-Attitudes
AB: Teacher's explanations for students' low achievement were reliably classified using the attributional coding system proposed by H. M. Cooper and T. L. Good (1983). Study subjects were 20 male and 24 female teachers enrolled in graduate classes at a midwestern university. All grade-level teaching assignments (primary school through college/university levels) were represented in the sample. Teachers completed a four-part structured questionnaire covering perceived reasons for poor work by students, methods of working with students and satisfaction with the instructional environment, expectations for students' future work, and feelings about students. Teachers most frequently attributed low achievement to a typical pattern of low effort. They viewed acquired student characteristics (i.e., poor work habits) as more important than either teacher variables or classroom variables in explaining students' low achievement. Implications of these attribution patterns for developing students' self-esteem are discussed. Three data tables conclude the document. (TJH)

AN: ED276978
AU: Tomlinson,-Louise-M.
TI: Overview of Computer Applications in Reading.
PY: [1980]
NT: 46 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Computer-Oriented-Programs; Computer-Software-Reviews; Educational-Television; Elementary-Secondary-Education; Literature-Reviews; Reading-Research; Teacher-Education
DE: *Computer-Assisted-Instruction; *Computer-Managed-Instruction; *Computer-Uses-in-Education; *Reading-Instruction; *Reading-Processes
AB: Reviewing computer applications in reading and reading instruction, this article covers the following topics: the emergence of computer instruction from teaching with television, the variety of input and output devices, types of interaction between user and program, methods and approaches, degrees of generalization, scope and capacity of programs, and adaptability to and acceptance by various populations. Relevant literature is examined from the following perspectives: (1) understanding of the reading process through computers, (2) training of reading teachers through computers, (3) the use of computers in reading instruction--computer aided instruction, computer managed instruction, and the role of the programer. Some of the hardware and software mentioned include: CARIS (Computer Animated Reading Instruction), IBM 1500 (designed specifically for instructional purposes), HP2000F (computer), Commodore PET Computer, TRS-80 Voice Synthesizer, Sol-20 Computer, Lite I (Initial Reading and Job Orientation Program), and Lite II (Career Oriented Reading in Various Job Areas), Simuread Program, and PLATO. It is urged that computers be regarded as a valuable aid to teachers in providing quality education and researching reading behavior. Conclusions speculate on why computers are not utilized more fully in reading research and instruction given their abounding capabilities and exiting applications to the field. (Author/JD)

AN: EJ330238
AU: Wangberg,-Elaine-G.
TI: A Microcomputer Approach to Developing Functional Literacy among Adolescents and Adults.
PY: 1986
JN: Computers-in-the-Schools; v2 n4 p123-28 Win 1985-86
DE: Academic-Achievement; Adult-Literacy; Instructional-Design; Microcomputers-; Pilot-Projects; Reading-Skills; Writing-Skills
DE: *Adolescents-; *Adults-; *Computer-Assisted-Instruction; *Computer-Software; *Functional-Literacy
AB: Describes the development and pilot testing of an interactive software lesson series designed to increase reading and writing abilities of illiterate adults and adolescents. Results of pilot studies of the High Quality Educational Program indicate the microcomputer approach to instruction combined with appropriate

software offers a promising tool for promoting literacy. (MBR)

AN: EJ337554
AU: Whitmore,-Joanne-Rand
TI: Understanding a Lack of Motivation to Excel.
PY: 1986
JN: Gifted-Child-Quarterly; v30 n2 p66-69 Spr 1986
AV: UMI
DE: Elementary-Secondary-Education; Problem-Solving
DE: *Gifted-; *Parent-Child-Relationship; *Student-Motivation; *Underachievement-
AB: The article is designed to help parents and teachers understand the nature and causes of underachievement and to show them how to work more effectively with underachieving gifted students. Guidelines focus on ways to share problem solving. (Author/CL)

AN: EJ368641
AU: Yanushefski,-Juliana
TI: Group Authorship in the Language Arts Classroom.
PY: 1988
JN: Language-Arts; v65 n3 p279-87 Mar 1988
AV: UMI
NT: Themed Issue: Literary Discourse as a Way of Knowing.
DE: Creative-Expression; Drama-; Group-Dynamics; Groups-; Language-Arts; Secondary-Education; Special-Education
DE: *Creative-Writing; *Language-Acquisition; *Low-Achievement; *Special-Programs; *Student-Projects
AB: Describes a five-month project wherein three classes of sophomore language arts students with reading and writing deficiencies wrote and produced plays. Claims this "constructivist" technique is effective because individual components of language are acquired intuitively as the learner engages actively in discourse with other active readers and writers.(NH)

AN: ED227458
AU: Yore,-Larry; Quorn,-Kerry
TI: Helping Students Read Middle Grade Science Materials.
PY: [1977]
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Instructional-Materials; Intermediate-Grades; Reading-Readiness; Student-Motivation
DE: *Content-Area-Reading; *Reading-Comprehension; *Reading-Skills; *Science-Instruction; *Study-Skills; *Teaching-Methods
AB: Two instructional strategies stress effective reading during science instruction at the middle grade level. One uses print

material for enrichment, while the second uses print as the primary instructional medium. Teachers can help students get ready to read in content areas by stimulating their interest in a variety of ways: capitalizing on chance occurrences, discrepant events, exotic demonstrations, and so on. Outlining student questions on the blackboard also provides purpose and focus for subsequent reading. When reading replaces the laboratory phase of an inquiry lesson, study guides reflecting instructional objectives provide the structure needed to increase student comprehension. Postreading discussion of the questions outlined earlier increases student comprehension and minimizes the negative effects of poor reading. Since teaching science solely through reading misleads the students as to the nature of the discipline, reading should be used in concert with activity oriented inquiry programs. The nature of science texts does, however, require that students have the ability to analyze cause and effect statements, directions, and Latin and Greek root words. Because of the close relation of mathematics to science, students must also be able to decode mathematics and word problems, graphic materials, and symbolic statements. (JL)

GETTING COPIES OF THE ITEMS DESCRIBED IN THE ERIC DATABASE:

The items described in the ERIC database have either an "ED" or an "EJ" number in the first field. **About 98% of the ED items can be found in the ERIC Microfiche Collection.** The ERIC Document Reproduction Service (EDRS) in Alexandria, Virginia can produce either microfiche or paper copies of these documents for you. Check the accompanying list of **ERIC Price Codes** for their current prices.

Alternatively, you may prefer to consult the ERIC Microfiche Collection yourself before choosing documents to copy. Over 600 libraries in the United States subscribe to this collection. To find out which libraries near you have it, you are welcome to call the ERIC Clearinghouse on Reading and Communication Skills at (812) 855-5847. Most such libraries have equipment on site for inexpensive production of paper copies from the fiche.

For those few ED-numbered items not found in the Microfiche Collection, check the availability (AV) field of the citation to get information about the author, publisher, or other distributor.

Items with an EJ number in the first field of the citation are journal articles. Due to copyright restrictions, ERIC cannot provide copies of these articles. Most large college or university libraries subscribe to the journals in which these articles were published, and the general public can read or copy the articles from their collections. Should you want copies of articles which appeared in journals not owned by your nearest university library, arrangements usually can be made via interlibrary loan; there frequently is a nominal charge for this, which is set by the lending library. If you are a faculty member, staff member, or student at the university, just ask at your library's reference desk.

For all other categories of users, most universities cannot provide interlibrary services. However, public libraries---which are there to serve all area residents---typically are hooked into statewide lending networks designed to ensure that all state residents have access to materials of interest. Ask your local public librarian about interlibrary loan policies, charges, etc.

There are also two professional reprint services which have obtained permission from some journals to sell article copies. These are University Microfilms International (Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, Michigan 48106---(800) 732-0616), and the Institute for Scientific Information (Original Article Tear Sheet Service, 3501 Market Street, Philadelphia, Pennsylvania 19104---(800) 523-1850). At the time of this publication, UMI charged $10.75 per article regardless of length, and ISI charged $9.50 for the first ten pages, plus $2.00 for each additional ten pages or fraction thereof. However, please check with them for current prices before ordering.

ERIC Price Codes

PAPER COPY /HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1 - 25	$ 2.03
PC 02	26 - 50	4.06
PC 03	51 - 75	6.09
PC 04	76 - 100	8.12
PC 05	101 - 125	10.15
PC 06	126 - 150	12.18
PC 07	151 - 175	14.21
PC 08	176 - 200	16.24
PC 09	201 - 225	18.27
PC 10	226 - 250	20.30
PC 11	251 - 275	22.33
PC 12	276 - 300	24.36
PC 13	301 - 325	26.39
PC 14	326 - 350	28.42
PC 15	351 - 375	30.45
PC 16	376 - 400	32.48
PC 17	401 - 425	34.51
PC 18	426 - 450	36.54
PC 19	451 - 475	38.57
PC 20	476 - 500	40.60
PC 21	501 - 525	42.63
PC 22	526 - 550	44.66
PC 23	551 - 575	46.69
PC 24	576 - 600	48.72
PC 25	601 - 625	50.75
PC 26	626 - 650	52.78
PC 27	651 - 675	54.81
PC 28	676 - 700	56.84
PC 29	701 - 725	58.87
PC 30	726 - 750	60.90
PC 31	751 - 775	62.93
PC 32	776 - 800	64.96
PC 33	801 - 825	66.99
PC 34	826 - 850	69.02
PC 35	851 - 875	71.05
PC 36	876 - 900	73.08
PC 37	901 - 925	75.11
PC 38	926 - 950	77.14
PC 39	951 - 975	79.17
PC 40	976 - 1,000	81.20

ADD 2.03 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NO. OF FICHE	PRICE
MF 01	1 - 480	1-5	$ .86
MF 02	481 - 576	6	1.03
MF 03	577 - 672	7	1.20
MF 04	673 - 768	8	1.37
MF 05	769 - 864	9	1.54
MF 06	865 - 960	10	1.71
MF 07	961 - 1,056	11	1.88
MF 08	1,057 - 1,152	12	2.05
MF 09	1,153 - 1,248	13	2.22
MF 10	1,249 - 1,344	14	2.39
MF 11	1,345 - 1,440	15	2.56
MF 12	1,441 - 1,536	16	2.73
MF 13	1,537 - 1,632	17	2.90
MF 14	1,633 - 1,728	18	3.07
MF 15	1,729 - 1,824	19	3.24

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

HOW TO ORDER ERIC DOCUMENTS

EDRS **ERIC**® **DOCUMENT REPRODUCTION SERVICE**

7420 FULLERTON ROAD, SUITE 110
SPRINGFIELD, VA 22153-2852

OPERATED BY

CINCINNATI BELL INFORMATION SYSTEMS (CBIS) FEDERAL
800-443-3742 703-440-1400

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES PC	UNIT PRICE	TOTAL UNIT COST
TOTAL NO. OF PAGES				SUBTOTAL	
UNIT PRICE SCHEDULE				RESIDENTS OF VA, MD AND DC - ADD APPLICABLE SALES TAX	
				SHIPPING CHARGES	
				TOTAL COST	

MICROFICHE (MF)

NUMBER FICHE EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$1.15
Each additional microfiche (additional 96 pages)		$ .25

PAPER COPY (PC)

NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 25	PC01	$3.12
Each additional 25 pages		$3.12

CHARTS FOR DETERMINING SHIPPING CHARGES

U.S. POSTAL SERVICE 1st CLASS POSTAGE FOR					MICROFICHE ONLY	
1-7 Microfiche ONLY $0.29	8-19 Microfiche ONLY $0.52	20-30 Microfiche ONLY $0.75	31-42 Microfiche ONLY $0.98	43-54 Microfiche ONLY $1.21	55-67 Microfiche ONLY $1.44	68-80 Microfiche ONLY $1.67

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY*

*UPS will not deliver to a P.O. Box Number. A Street Address must be provided.

1 lb. 81-160 MF or 1-75 PC PAGES Not to Exceed $2.79	2 lbs. 161-330 MF or 76-150 PC PAGES Not to Exceed $3.30	3 lbs. 331-500 MF or 151-225 PC PAGES Not to Exceed $3.74	4 lbs. 501-670 MF or 226-300 PC PAGES Not to Exceed $4.09	5 lbs. 671-840 MF or 301-375 PC PAGES Not to Exceed $4.31	6 lbs. 841-1010 MF or 376-450 PC PAGES Not to Exceed $4.53	7 lbs. 1011-1180 MF or 451-525 PC PAGES Not to Exceed $4.77	8 to 10 lbs. 1181-1690 MF 526-750 PC PAGES Not to Exceed $5.17-$5.94

NOTE–Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

SEE REVERSE FOR EXPEDITED DOCUMENT DELIVERY SERVICE

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MasterCard or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S. customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

VISA

WE HONOR BOTH

MasterCard

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)

☐ MasterCard ☐ VISA

Account Number _____ Expiration Date _____

Signature _____

☐ Deposit Account Number _____

Signature _____

ENTER "SHIP TO" ADDRESS _____

_____

_____

CALL TOLL FREE 1-800-443-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK
ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

EXPEDITED DOCUMENT DELIVERY

Expedited delivery of ERIC documents is available.

- Call in your order 24 hours a day toll free 1-800-443-ERIC (3742).
- Fax your order 24 hours a day 703-440-1408.

Your order will be shipped to you, by the method you select, on the fifth (5th) working day after receipt.

To insure expedited receipt, request shipment by either:

- USPS Express Mail
- Federal Express
- UPS Next Day Air
- FAX transmission of your document

Shipping and FAX transmission charges will be added to the cost of the document(s) by EDRS.

These requesting and delivery methods are in addition to the 3-day delivery services available in response to orders received through the use of on-line data base services.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education** (RIE) are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.111 per microfiche. If you prefer a silver halide film base, the cost is $0.225 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education** (RIE) since 1966 are available on microfiche at a unit price of $0.131 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986, collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information, write or call toll free 1-800-443-ERIC (3742).

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research and Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CBIS Federal.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CBIS FEDERAL MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CBIS Federal will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CBIS Federal. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

9. DEFAULT AND WAIVER
a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage, allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

BEST COPY AVAILABLE